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ABSTRACT

Intended for teachers and other personnel working with severely/multiply handicapped students, the catalogue lists books and journal articles (1975-1981) related to special education for severely/multiply handicapped students. Following an introduction discussing definitional issues, entries are alphabetized by title and arranged according to one of seven principal topic areas: (1) curriculum and instruction, (2) assessment and evaluation, (3) content areas, (4) prevocational/vocational programming, (5) integration, (6) parents, and (7) disabilities. Citations include information on title, author, publisher, availability, and publication date as well as a brief abstract and a list of keywords or descriptors. Entries are also organized according to a subject index. (CL)

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UMRRC Upper Midwest
Regional Resource Center

RESOURCE CATALOGUE
for
Teachers of Severely Handicapped Students

Program Assistance
Report No. 10

Lynette Wenner
Steven Ilmer
Elizabeth Balow

EC160

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PREFACE

This resource catalogue has been developed through the efforts of the Upper Midwest Regional Resource Center (UMRRC) which is one of twelve centers established by the Office of Special Education to provide program assistance to the states in implementing the Education for All Handicapped Children Act of 1975, Public Law 94-142. Provision of services to severely handicapped is an identified regional need to be addressed by the Center's program assistance activities.

The primary purpose of this catalogue is to serve as a tool for teachers and other personnel working with severe multiple handicapped students in the areas of curriculum development and instructional design. Certainly an important factor affecting the utility of this catalogue is the relative ease with which referenced materials may be accessed. All of the citations in this resource catalogue are readily available in professional journals, books disseminated by major publishers of educational materials or through microfiche distributed throughout the ERIC information system.

While some curriculum references provided are applicable to the needs of hearing and/or visually impaired children who may exhibit accompanying handicaps (e.g., mild mental retardation), the majority of the references cited in this resource catalogue are directed toward the education and developmental needs of youngsters whose cognitive, behavioral and/or neurological deficits are so extensive that these students truly require extraordinary educational services and instructional provisions.

Finally, it is the intent of the developers of this resource catalogue to provide classroom teachers and other practitioners with references to curriculum and instructional materials that are representative of some of the exemplary products available in the field today. However, in light of the recent and ongoing proliferation of curriculum materials in the severely multihandicapped specialization areas, it must be noted that the selected references appearing in this document are only a sample of the growing number of outstanding materials which may have useful and practical applications in special education programs for severely handicapped students.

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OVERVIEW OF SEVERE MULTIHANDICAPPING CONDITIONS

During the past several years, federal legislation and specific judicial mandates have literally created a flood of demands upon state and local education agencies to provide appropriate education programs for severely involved multihandicapped youngsters. Without question, these events have spawned a reconceptualization of approaches toward defining and classifying the nature of severe handicapping conditions. In essence, for purposes of providing special education services, the definition-classification-services linkage has been instrumental to the evolution of curriculum concepts and strategies capable of meaningfully addressing the diverse education, behavioral and developmental needs exhibited by severely handicapped students. To appreciate the recent and rapid growth in the sophistication of curriculum and instructional materials designed for use with severely handicapped students, a brief discussion follows concerning perspectives toward the issues of definition and classification.

A perusal of the literature on definition and classification indicates that the terms severely handicapped, severely/profoundly handicapped and severely multihandicapped are often interchanged by professionals (Justen, 1976; Justen & Brown, 1977). While the term multihandicapped by definition implies the presence of more than one type of handicap or disability (that thus promotes the notion of severe or profound handicap), such a definition has proven to be anything but simple and straightforward. In fact, since the mid-1960s, the evolution of definitions of the term severely handicapped have passed through at least three major trends or cycles. The first of these trends attempted to combine existing categorical disability labels in order to classify a child as multihandicapped. The second and more recent trend attempted to specify marked deficits in children's behavioral characteristics in order to define the term severely handicapped. Still more recently, a so-called "need-centered" model has emerged which attempts to define the concept of severe/profound handicap by virtue of placing primary emphasis on the specific type of special education services needed by an individual youngster (e.g., basic skill development, remedial academic instruction and so forth). What is noteworthy is that each of these principle trends toward defining and classifying severe handicapping conditions have been linked to the evolution of special services and the development of curriculum problem-solving strategies.

Defining the term and concept of severely multihandicapped by simply combining existing categorical disability labels was based on the premise that placement in a special program designed to serve children with a single disability would be inadequate (Wolf, 1965). Thus, the multiply handicapped child was viewed as qualitatively different from the student with only a single handicap (e.g., mental retardation plus hearing impairment as opposed to mental retardation only). However, this "categorical" approach to defining the concept of severely multihandicapped, in which children's handicaps were identified in dyads (e.g., retarded-physically handicapped, blind-emotionally disturbed), presented two major problems. First, (artificial?) additive effects derived from combining disability labels results in students being "pigeonholed" into a new singular category (e.g., multihandicapped) irrespective of the precise nature of their individual learning and developmental problems (Kishi, 1974). Consequently, with respect to personological characteristics, students identified as severely multihandicapped were often as different from one another as they were from students who exhibited a single handicapping condition. Secondly, teachers were neither formally trained nor equipped to educate children who exhibited specific sensory impairments in addition to mental retardation, physical impairments and/or emotional disturbance (Craft, 1968; Maron, 1975).

Attempts to remedy shortcomings in the use of the categorical dyad-disability orientation toward definition and classification evolved during the early 1970s into a second major trend in defining the term severely handicapped or multihandicapped. Though not ignoring or disregarding the use of traditional categorical labels, this second trend or cycle toward definition and classification nevertheless placed primary emphasis upon the process of delineating child characteristics relative to an individual's behavioral and developmental deficits. More precisely, Haring (1978) identified the following behavioral domains and characteristics as areas for instructional personnel to note individual children's patterns of performance:

1. compliance problems
2. high rates of self-stimulation
3. poor communication
4. slow response and development rates
5. poor social skills
6. poor health and physical or sensory impairment

Haring further suggested that when taken together, the cumulative effects of the behavioral deficits cited above provide a practical definition since the concept of severe handicaps is described in terms which are critical to the educational, habilitational and/or therapeutic treatment specialist.

Consistent with the emphasis of focusing upon individual child characteristics and behavior to define the term severely handicapped, Abt Associates (1974) developed the following definition:

> "Severely" handicapped children and youth (are) functionally defined as those persons age 21 and under who are either mentally retarded, emotionally disturbed, deaf/blind, or multiply handicapped and who exhibit two or more of the following behaviors with a degree of regularity:
>
> self-mutiliation behaviors such as head banging, body scratching, hair pulling, etc., which may result in damage to oneself;
>
> ritualistic behaviors such as rocking, pacing, autistic-like behavior, etc., which do not involve danger to oneself;
>
> self-stimulation behaviors such as masturbation, stroking, patting, etc., for a total of more than one hour of a waking day;
>
> failure to attend to even the most pronounced social stimuli, including failure to respond to invitations from peers or adults, or loss of contact with reality;

> lack of self-care skills such as toilet training, self-feeding, self-dressing, and grooming, etc.;
>
> lack of verbal communication skills;
>
> lack of physical mobility including confinement to bed, inability to find one's way around the institution or facility, etc. (p. v.)

While categorical disability labels appear in the definition of the term severely handicapped advanced by the former U.S. Department of Health, Education and Welfare (HEW) (1975), greater emphasis is directed toward the presence of extreme deficiencies in children's behavioral and developmental characteristics. This definition describes severely handicapped children as follows:

> "A severely handicapped child is one who because of the intensity of physical, mental, or emotional problems, or a combination of such problems, needs educational, social, psychological, and medical services beyond those which have been offered by traditional regular and special educational programs, in order to maximize full potential or useful and meaningful participation in society and for self-fulfillment. Such children include those classified as seriously emotionally disturbed (schizophrenic and autistic), profoundly and severely mentally retarded, and those with two or more serious handicapping conditions, such as the mentally retarded deaf, and the mentally retarded blind.
>
> Such severely handicapped children may possess severe language and/or perceptual-cognitive deprivations, and evidence a number of abnormal behaviors including: failure to attend to even the most pronounced social stimuli, self-mutilation, self-stimulation, manifestation of durable and intense temper tantrums, and the absence of even the most rudimentary forms of verbal control, and may also have an extremely fragile physiological condition."

The significance of the HEW definition should be recognized on two dimensions. First to be noted are descriptive terms indicative of the severity and extent of the severely handicapped child's behavioral deficiencies. Secondly, it is recognized and understood that such deficiencies and problems require "...services beyond those which have been offered in traditional regular and special educational programs..."

(emphasis added). In short, what in great part facilitates the definition of the term severely handicapped is the innovativeness and comprehensiveness of the multidisciplinary services (e.g., educational, psychological, social and medical) which are necessary to prepare a youngster for as independent a lifestyle as possible in our complex, multifaceted culture.

The third major trend in the evolution of definitions of the term severely handicapped, currently emerging, focuses on individual child characteristics while simultaneously emphasizing the absolute necessity of restructuring traditional modes of delivering educational services to severely handicapped students (Brown, Branston, Hamre-Nietupski, Johnson, Wilcox and Gruenewald, 1979). This developing need-centered orientation toward definition, and particularly the classification of severely handicapped students, represents a systemic approach that attempts to capitalize on the potential of multihandicapped children to acquire adaptive skills through structured learning opportunities in the community and at home, as well as in the special education classroom (Brown, Branston, Hamre-Nietupski, Pumpain, Certo & Gruenewald, 1979).

Consistent with the "child" need-centered orientation, Sailor and Haring (1977) proposed the following definition:

> A child should be assigned to a program for the severely/multiply handicapped according to whether the primary educational service needs of the child are basic or academic ...if the diagnosis and assessment process determine that a child with multiple handicaps needs academic instruction, that child should not be referred to the severely/multiply handicapped program. If the child's service need is basic skill development, the referral to the severely/multiply handicapped program is appropriate (p. 68).
>
> Severely handicapped children are severely handicapped because they cannot perform skills that other children can perform -- not because they are severely retarded, quadriplegic, brain-damaged, or fixated in some primitive stage of someone's theory of development (p. 73).

Functional retardation, as manifested by the inability to perform basic adaptive skills, is the underlying factor in the defintion developed by Sailor and Haring (1977). Moreover, this definition is essentially noncategorical.

A second important feature of the child need-centered orientation is its implications for teacher preparation. Sontag, Smith and Sailor (1977) have argued that nothing less than a fundamental restructuring of teacher preparation competencies is required at both the preservice and inservice levels if current approaches toward the classification of severely handicapped students are to be substantially improved. Ultimately, the merging child need-centered model of classification has the potential to facilitate progressive inclusion of low incidence student populations within the school system and community. Since categorical labels are not used as a common denominator to define and classify those persons who are severely handicapped, the need-centered model promotes maximum flexibility regarding class placement decisions by making it possible for individual youngsters to move directly from the area of basic skill development to remedial academic instruction at the appropriate time.

Finally, it is strikingly apparent that for the forseeable future, a lack of consensus regarding priority definitional issues will continue to characterize attempts toward defining the term severely handicapped. Perhaps this is inevitable since definitions appear to be most functional when they are reflective of a particular set of needs which are oriented, for example, toward special education (Justen, 1976; Sailor & Haring, 1977; Sontag, Smith & Sailor, 1977), vocational potential (U.S. HEW, 1973), or basic life survival (Baker, 1979). Too often in the past, the "exclusion" principle has dominated considerations relative to defining the term severely handicapped. The exclusion principle attempts to imply what a particular disorder is by stating emphatically what it is not. Fortunately, the state-of-the-art concerning the nature and educational prognosis of severely multihandicapping conditions has matured dramatically over the past several years. At this juncture, it is clear that the evolution of definitions and approaches to the classification of severely handicapped students will continue to account for individual child characteristics (e.g., marked behavioral deficiencies) and simultaneously place an increasing emphasis upon the specification of alternative approaches toward delivering educational services capable of addressing a myriad of students' developmental needs.

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HOW TO USE THIS CATALOGUE

Resources in this catalogue are indexed by seven (7) principal descriptors. These are: Curriculum and Instruction, Assessment and Evaluation, Content Areas, Prevocational/Vocational Programming, Integration, Parents, and Disabilities. The Disabilities descriptors are cross indexed to resources that pertain to a particular disability.

Each resource description has been alphabetized by title, assigned a number from S1 through S116, and can be found in the section entitled: Resource Descriptions. To locate resources that pertain to a specific topic, follow these steps:

Step 1: Turn to Subject Index, TAB 3, and look at subject descriptors listed under the seven main headings.

Step 2: After locating the descriptor you are interested in, turn to the appropriate tab (3A - 3G) in the catalogue that lists titles and resource description numbers.

Step 3: After selecting titles of interest, turn to Resource Descriptions TAB 4 and locate the descriptions by their number.

*There is also a Title Index, TAB 5, at the back of this catalogue.

Illustration

A person interested in assessment instruments would do the following:

1) Turn to Subject Index, TAB 3, and find Assessment Instruments listed under Assessment and Evaluation.

2) Turn to Assessment and Evaluation, TAB 3B, and find the Assessment Instrument subsection.

3) Review the titles listed under Assessment Instruments and, after selecting those of interest, turn to Resource Descriptions, TAB 4, and locate the description by its assigned number (e.g. S1, S6, S14).

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* This catalogue includes resources that offer a compilation of current instruments. There has been no attempt to list all assessment instruments.

** These descriptors are used for catalogue organization purposes only, and do not necessarily have programmatic implications. Please note that Severe/Profound Disabilities is not listed as a descriptor for the primary reason that all sources selected were written for the severely handicapped population.

*** Only those materials with direct reference to mental handicap in the title or abstract were placed under this heading. However, most materials selected have been written with mentally disabled persons in mind.

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TITLE: The Adaptive Behavior Curriculum: Prescriptive Behavior Analyses for Moderately, Severely and Profoundly Handicapped Students Volumes I and II

AUTHOR: Popovich, D.; Laham, S.

PUBLISHER/PRODUCER: Paul H. Brookes Publishing Company
P. O. Box 10624
Baltimore, Maryland 21204

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1981

ABSTRACT: This curriculum guide contains more than 3500 behavioral objectives which have been written in prescriptive terms so that a student's present level of functioning can be determined and an individualized education program can be designed. Both professional staff and parents can use this tool for planning and observing the educational progress of the individual student. Topical areas covered include: self-help, communication, socialization, perceptual motor skills, and aquatics.

DESCRIPTORS: Communication Skills
Curriculum Guides
Independent Living Skills
Instructional Programming
Motor Skills

TITLE: Assessing Motor Skills in Multiply Handicapped Children

AUTHOR: DuBose, Rebecca F.

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: April 1976

ABSTRACT: This paper, presented at the 5th Annual International Convention of the Council for Exceptional Children, Chicago, Illinois, examines the impact of specific motor deficits upon multiply handicapped children's overall development. Suggested guidelines for assessment of motor behavior in multi-handicapped children, including youngsters with visual impairements, are discussed.
ED122489

DESCRIPTORS:
Assessment Methodology
Motor Skills
Multiple Disabilities
Visual Disabilities

TITLE: Assessing Severely Handicapped Children

AUTHOR: DuBose, Rebecca; and Others

PUBLISHER/PRODUCER: Focus on Exceptional Children
Volume 9, 1977
pp. 1-13

AVAILABILITY: Love Publishing Company
6635 E. Villanova Place
Denver, Colorado 80222

PUBLICATION DATE: 1977

ABSTRACT: Conceptual framework is presented which exemplifies a dynamic, comprehensive, process-oriented model for assessment of persons with severe handicaps. A chart listing assessment instruments/scales and information on dissemination, appropriate use with severely handicapped individuals, is appended.

DESCRIPTORS: Assessment Instruments
Assessment Methodology

TITLE: Assessment and Management of Developmental Changes and Problems in Children, 2nd Edition

AUTHOR: Powell, Marcene L.

PUBLISHER/PRODUCER: The C. V. Mosby Company
11830 Westline Industrial Drive
St. Louis, Missouri 63141

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: February 1981

ABSTRACT: This edition provides standard tools for assessment and screening, and practical guidelines for management of developmental changes and problems of children for child care professionals. It features methods for observing and documenting behavioral interactions between parents, children and professionals and communication skills development.

DESCRIPTORS:
Assessment Instruments
Assessment Methodology
Communication Skills
Curriculum Strategies
Developmental Disabilities

TITLE: Assessment of Auditory Functioning of Deaf-Blind Multihandicapped Children

AUTHOR: Kukla, D.; Connolly, T. T.

PUBLISHER/PRODUCER: South Central Regional Center for Services to Deaf-Blind Children
Dallas, Texas

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1979

ABSTRACT: Described are classroom-based strategies for assessing the extent to which deaf-blind multiply handicapped students are able to use their residual hearing. Extensive amount of information is contained in appendices regarding information on sound levels in different environments, reviews of auditory assessment instruments, information for parents and educational implications of hearing loss.
ED171016

DESCRIPTORS:
- Assessment Instruments
- Assessment Methodology
- Hearing Disabilities
- Multiple Disabilities
- Parent Notification
- Visual Disabilities

TITLE: Assessment of Behavioral Repertoires of Severely Impaired Persons

AUTHOR: DuBose, Rebecca F.

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: June 1978

ABSTRACT: This paper, presented at the First World Congress on Future Special Education in Sterling, Scotland, June 1978, identifies and discusses problems and issues central to conducting reliable and valid assessments of the behavior of severely handicapped children. Descriptive information is also presented on a number of instruments which are widely used with the severely handicapped, including a recently published nonverbal screening instrument.
ED157287

DESCRIPTORS: Assessment Instruments
Assessment Methodology

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TITLE: Assessment of Object Permanence in Severely Handicapped Students as a Function of Motor and Prompting Variables

AUTHOR: Ilmer, S.; Rynders, J.; Sinclair, S.; Helfrich, D.

PUBLISHER/PRODUCER: Journal of the Association for the Severely Handicapped
Volume 6, 1981
pp. 30-40

AVAILABILITY: The Association for the Severely Handicapped (TASH)
7010 Roosevelt Way, N.E.
Seattle, Washington 98115

PUBLICATION DATE: Fall 1981

ABSTRACT: Described is the assessment methodology and results of an experimental study designed to elevate the precision of strategies currently employed for evaluating severely motor-involved children's performance on sensorimotor level cognitive tasks. Among 20 students differentiated by treatment group (physical plus verbal, prompt versus verbal, prompt only) and motor ability group, a treatment X trait (motor ability) interaction was found. Moreover, for students receiving the physical guidance plus verbal prompt assessment methodology, motor ability scores were found to be significantly predictive of cognitive performance scores. Specific implications for educational practice, continued interdisciplinary collaboration and future research are discussed.

DESCRIPTORS: Assessment Methodology
Motor Skills

TITLE: Assessment Techniques for Deaf-Blind Children

AUTHOR: Bennett, F.; and Others

PUBLISHER/PRODUCER: Exceptional Children
Volume 45, 1979
pp. 287-289

AVAILABILITY: The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

PUBLICATION DATE: 1979

ABSTRACT: Special testing provisions necessary to evaluate the abilities of deaf-blind children are described. Specific recommendations are made relative to the need for developing a quantifiable behavior checklist system with separate norms for deaf-blind and nonhandicapped individuals. Utilization of such a checklist, according to the authors, could complement use of standardized tests and developmental scales.

DESCRIPTORS: Assessment Methodology
Hearing Disabilities
Multiple Disabilities
Visual Disabilities

TITLE: Basic Components of Instructional Programs to Severely Handicapped Students

AUTHOR: William, W.; and Others

PUBLISHER/PRODUCER: AAESPH Review
Volume 1, 1975
pp. 1-39

AVAILABILITY: The Association for the Severely Handicapped (TASH)
7010 Roosevelt Way, N.E.
Seattle, Washington 98115

PUBLICATION DATE: 1975

ABSTRACT: Eight basic instruction-related components of curricular programs for severely handicapped students (e.g., content rationale, method, performance) are presented and discussed in detail. Also described are other basic principles of curriculum design for severely handicapped students, including multiple uses of the concept of task analysis and strategies for promoting skill generalizations across persons, places, instructional materials and language cues.

DESCRIPTORS: Curriculum Design
Curriculum Strategies
Instructional Programming

TITLE: Case Studies in the Management of Inappropriate Behaviors During Prevocational Training

AUTHOR: Mithaug, D.

PUBLISHER/PRODUCER:
AAESPH Review
Volume 3, Number 3
September 1978
pp. 132-144

AVAILABILITY:
The Association for the Severely Handicapped (TASH)
7010 Roosevelt Way, N.E.
Seattle, Washington 98115

PUBLICATION DATE: September 1978

ABSTRACT: Four case studies demonstrate the management of inappropriate behavior of severely handicapped clients, ages 14-21, in a prevocational training program. Interventions combined skill training with behavior management strategies such as shaping, differential reinforcement of other behaviors, ignoring, timeout, and negative reinforcement.

DESCRIPTORS:
Curriculum Strategies
Instructional Programming
Prevocational/Vocational Training
Social Skills

TITLE: A Clinical and Educational Manual for Use With the Uzgiris and Hunt Scales of Infant Psychological Development

AUTHOR: Dunst, C. J.

PUBLISHER/PRODUCER: University Park Press
300 N. Charles Street
Baltimore, Maryland 21201

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1980

ABSTRACT: Based upon a Piagetian developmental framework, instructional materials are presented for assessing and teaching cognitive/communicative skills to persons functioning within the Sensory-Motor period (i.e., equivalent to birth through 24 months of age). Specific directions are provided for administering the assessment and for sorting student's performance on clusters of tasks in the following cognitive sub-domains: object permanence, means-ends, vocal and gestural imitations, operational causality, spatial relationships and schemes for relating to objects. For curriculum decision-making purposes, directions are also provided for charting and profiling student's performance data.

DESCRIPTORS: Assessment Instruments
Assessment Methodology
Communication Skills
Curriculum Strategies
Instructional Materials

TITLE: Community Transportation: Teaching Severely Handicapped Students to Ride a Public Bus System. In L. Brown (Ed.), Madison's Alternative for Zero Exclusion: A Book of Readings (Vol. 5)

AUTHOR: Certo, N.; and Others

PUBLISHER/PRODUCER:
Ms. Donna Freiman
Allis School
4201 Buckeye Road
Madison, Wisconsin 53716

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1975

ABSTRACT: The description and results of a program designed to teach teenage severely handicapped students to use a public bus system, obtain food, clothing, recreation, and medical and dental assistance are reported. The document includes detailed task analysis and descriptions of instructional materials and teaching procedures used in the program.

DESCRIPTORS: Independent Living Skills

TITLE: Competitive Employment: New Horizons for Severely Disabled Individuals

AUTHOR: Wehman, P.

PUBLISHER/PRODUCER: Paul H. Brookes Publishing Company
P. O. Box 10624
Baltimore, Maryland 21204

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1980

ABSTRACT: This text provides vocational special-needs personnel, rehabilitation specialists, and special education teachers with the techniques and procedures necessary to move mentally and physically handicapped adolescents and young adults out of sheltered workshops and into competitive employment.

DESCRIPTORS: Mental Disabilities
Physical Disabilities
Prevocational Services
Prevocational/Vocational Training

S 14

TITLE: Coordinating Services to Handicapped Children: A Handbook for Interagency Collaboration

AUTHOR: Elder, J.; Magrab, P.

PUBLISHER/PRODUCER: Paul H. Brookes Publishing Company
P. O. Box 10624
Baltimore, Maryland 21204

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1980

ABSTRACT: This interdisciplinary text offers special educators, administrators and other professionals in the human service delivery systems suggested strategies to the problems of delivering adequate, coordinated services to handicapped children from birth to age 21.

DESCRIPTORS: Integration Strategies

TITLE: Crafts for the Very Disabled and Handicapped

AUTHOR: Kay, J. G.

PUBLISHER/PRODUCER: Charles C. Thomas
301-327 E. Lawrence Avenue
Springfield, Illinois 62717

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1977

ABSTRACT: This book contains detailed patterns and diagrams for developing craft activities for severely handicapped persons. Craft projects are presented in the following areas: projects to enjoy, projects for use by other patients or family members, projects for use by agencies and projects to sell.

DESCRIPTORS: Independent Living Skills
Instructional Materials

TITLE: Creative Arts for the Severely Handicapped

AUTHOR: Sherrill, C.

PUBLISHER/PRODUCER: Charles C. Thomas
301-327 E. Lawrence Avenue
Springfield, Illinois 62717

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1979

ABSTRACT: This resource book, a collection of over 25 papers, provides an interdisciplinary approach to integrating the arts into special education delivery systems. A list of addresses of organizations concerned with arts, special education, and arts for the handicapped; and bibliographies in the areas of creativity, art, dance, drama, and music are appended.

DESCRIPTORS: Communication Skills
Independent Living Skills
Instructional Programming
Integration Strategies
Motor Skills
Social Skills

S 17

TITLE: Curricula and Instructional Procedures for Severely Handicapped Students

AUTHOR: Guess, D.; Noona, M.

PUBLISHER/PRODUCER: Focus on Exceptional Children
Volume 14, Number 5, January 1982
pp. 1-12

AVAILABILITY: Love Publishing Company
6635 E. Villanova Place
Denver, Colorado 80222

PUBLICATION DATE: January 1982

ABSTRACT: This article reviews and analyzes major curricula and instructional procedures that have evolved from various theoretical positions over the past 15 years. Curriculum development for educational instruction of severely handicapped students has followed several paths in attempting to identify content and methodology. Those approaches discussed include the developmental and environmental adaptation and holistic. The authors make some suggestions for redirections in the field.

DESCRIPTORS: Curriculum Design
Curriculum Strategies
Instructional Programming

TITLE: Curriculum for the Severely Handicapped: Focus on the Generalization Process

AUTHOR: Schedgiick, B.; DesChapelle, A.

PUBLISHER/PRODUCER: Education and Training of the Mentally Retarded
Volume 13, 1978
pp. 389-393

AVAILABILITY: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

PUBLICATION DATE: 1978

ABSTRACT: Principles of a curriculum model for use with the severely handicapped are described in detail. Objectives for learning and skill generalization processes are discussed with respect to the concepts of content, scope and sequence of teaching activities.

DESCRIPTORS: Curriculum Strategies

TITLE: A Curriculum Guide for Atypical Deaf Adolescents

AUTHOR: Pawelski, C.E.; Groveman, A. B. (Eds.)

PUBLISHER/PRODUCER: Bureau of Education for the Handicapped
Division of Personnel Preparation
Washington, D. C.

AVAILABILITY: SH/HI COTTA Project
Lexington School for the Deaf
30th Avenue and 75th Street
Jackson Heights, New York 11370

and

ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1979

ABSTRACT: Based on a curricular program for severely handicapped deaf adolescents who do not function successfully in a traditional school environment, this curriculum guide stresses the teaching of independent living skills, work related skills and functional communication. Individual sections focus upon health education, money management, food shopping and sex education. Assessment forms, instructional objectives and teaching activities are included in each section of the curriculum.
ED181676

DESCRIPTORS: Assessment Methodology
Curriculum Guides
Curriculum Strategies
Hearing Disabilities
Independent Living Skills
Mathematic Skills

S 20

TITLE: Curriculum References: Time-Series Program Evaluation

AUTHOR: White, O. R.

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: March 1978

ABSTRACT: This paper, presented at the 63rd Annual Meeting of the American Education Research Association, Toronto, Ontario, Canada, provides an extensive review and explanation of the concept of curriculum-references evaluation. Traditional methods for evaluating instruction with severely and profoundly handicapped persons are contrasted with curriculum-referenced evaluation methods. Also described are examples with regard to how time series evaluations may be conducted while utilizing a number of commercially-available assessment instruments.
ED167620

DESCRIPTORS: Assessment Methodology

TITLE: Curriculum Training Guides: A Survey of Content and Evaluation Procedures

AUTHOR: Billingsley, F. F.; Neafsey, S. S.

PUBLISHER/PRODUCER: AAESPH Review
Volume 3, 1978
pp. 42-57

AVAILABILITY: The Association for the Severely Handicapped (TASH)
7010 Roosevelt Way, N.E.
Seatlle, Washington 98115

PUBLICATION DATE: 1978

ABSTRACT: Brief descriptions and references are provided to 26 individual curriculum and training guides/programs applicable to the instructional needs of severely and profoundly handicapped students.

DESCRIPTORS: Curriculum Guides

TITLE: The Data-Based Classroom for the Moderately and Severely Handicapped (2nd Ed.)

AUTHOR: Fredericks, H. D.; and Others

PUBLISHER/PRODUCER: Instructional Development Corporation
P. O. Box 361
Monmouth, Oregon 97361

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1977

ABSTRACT: Described is the application of a model data-based classroom designed to address the behavioral and educational needs of moderately and severely handicapped students. Beyond focusing upon the presentation of teaching activities in traditional curriculum component areas, substantial material is presented on elements of classroom management, utilization of paraprofessionals and other support services and parent involvement.

DESCRIPTORS: Curriculum Strategies
Instructional Programming
New Technology

TITLE: The Development of Programmed Instruction in Orientation and Mobility for Multiply Handicapped Blind Children

AUTHOR: Wood, Thomas A.

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: April 1976

ABSTRACT: This paper, presented at the 54th Annual International Convention of the Council for Exceptional Children, Chicago, Illinois, describes the development and field testing of a system of programmed instruction in orientation and mobility for multiply handicapped blind students. Principal content areas described are motor development, sensory skills, concept formation and orientation and mobility skills. Individualized teaching formats are presented, including the delineation of instructional objectives, teaching materials and activities, and data recording and evaluation procedures. ED122536

DESCRIPTORS: Curriculum Strategies
Independent Living Skills
Instructional Programming
Motor Skills
Multiple Disabilities
Visual Disabilities

S 24

TITLE: The Development of Treatment Techniques for the Remediations of Self-Injurious Behavior in the Classroom and Home

AUTHOR: Gaylord, R. R.

PUBLISHER/PRODUCER: Yeshiva University
New York, New York

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1979

ABSTRACT: This article describes the effects of four treatment procedures intended to reduce self-injurious behavior in 22 severely handicapped students. The procedures investigated were contingent restraint, reinforcement withdrawal, differential reinforcement of incompatible behavior and omission training (rewarding the subject for not emitting the self-injurious behavior). The contingent restraint procedure was found to be superior to the other three treatments and a theoretical analysis of the treatment effects is provided.
ED176496

DESCRIPTORS: Instructional Programming

TITLE: The Developmental Model and Its Implications for Assessment and Instruction for the Severely/Profoundly Handicapped

AUTHOR: Switzky, H.; and Others

PUBLISHER/PRODUCER: Mental Retardation
Volume 17, 1979
pp. 167-170

AVAILABILITY: Canadian Association for Mental Retardation
Kinsmen, NIMR Building
York University
4700 Keele Street
Toronto, Ontario M351PE Canada

PUBLICATION DATE: 1979

ABSTRACT: Issues in applying the normative development model toward the design of curricula for severely/profoundly retarded children are discussed. Focus is directed toward implications for the processes of assessment and instruction.

DESCRIPTORS: Assessment Methodology
Curriculum Design
Curriculum Strategies

TITLE: Documenting Change in Multiply Handicapped Children in a Rehabilitation Center

AUTHOR: Shapiro, L. P.; and Others

PUBLISHER/PRODUCER: Journal of Special Education
Volume 11, 1977
pp. 243-257

AVAILABILITY: Exceptional Child Center
Utah State University
Logan, Utah 84322

PUBLICATION DATE: 1977

ABSTRACT: This article describes the nature of an intensive educational program conducted with 20 multiply handicapped preschool children enrolled in an inpatient rehabilitation center. Results of an evaluation of children's pre-intervention and post-intervention assessments are reported in the areas of social interaction, language development and motor functioning.

DESCRIPTORS: Assessment Methodology
Instructional Programming
Multiple Disabilities

TITLE: Early Cognitive Instruction for the Moderately and Severely Handicapped

AUTHOR: McCormak, J. E.; Chalmers, A. J.

PUBLISHER/PRODUCER: Research Press
Box 3177
Champaign, Illinois 61820

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1978

ABSTRACT: The program/curriculum guide describes procedures for classroom organization and the design of strategies for teaching preacademic, basic cognitive and prevocational skills to moderately and severely handicapped students. Individual chapters focus on the following topics: developing individualized education plans, skill assessment strategies, delineation of instructional sequences, reinforcement and behavior management techniques, data collection and analysis, interdisciplinary strategies and a cooperative home/school program.

DESCRIPTORS: Cognitive Skills
Curriculum Guides

S 28

TITLE: Educating Children With Severe Maladaptive Behaviors

AUTHOR: Stainback, S.; Stainback, W.

PUBLISHER/PRODUCER: Grune and Stratton, Inc.
Medical and Scientific Publishers
111 Fifth Avenue
New York, New York 10003

ABAILABILITY: Publisher/Producer

PUBLICATION DATE: 1980

ABSTRACT: This book focuses on the educational needs of children who exhibit severe maladaptive behaviors such as extreme withdrawal, self-mutilation, aggression, or who have been labeled seriously emotionally disturbed or psychotic. Included is background information on the evolution of educational programs; information regarding educational training needs of these children; and empirical evidence related to the feasibility of educating these students with a regular classroom.

DESCRIPTORS: Emotional Disabilities
Instructional Programming
Integration Strategies
Social Skills

TITLE: Educating the Severely/Profoundly Handicapped in the Public Schools: A Side-by-Side Approach

AUTHOR: Thomason, J.; Arkell, C.

PUBLISHER/PRODUCER: Exceptional Children
Volume 47, Number 2, October 1980
pp. 114-122

AVAILABILITY: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

PUBLICATION DATE: 1980

ABSTRACT: This article describes the service delivery model employed by the Albuquerque Public Schools for educating severely and profoundly handicapped students. Side-by-side sites are programs in which the handicapped students are educated in special classes alongside nonhandicapped students in regular school campuses appropriate to their chronological age.

DESCRIPTORS: Integration Strategies

S 30

TITLE: Educational Methods for Deaf-Blind and Severely Handicapped Students (Vol. III)

PUBLISHER/PRODUCER: Texas Education Agency
Division of Special Education
201 E. 11th Street
Austin, Texas 78701

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1979

ABSTRACT: A series of papers on innovative educational strategies for teaching deaf-blind and severely handicapped students are presented. Included are four papers which address the topics of assessment and IEP development, four papers focus upon family services and the remaining papers address instructional issues and problems in the curricular domains of prevocational training, cognition, effective communication, and motor development.

DESCRIPTORS: Assessment Methodology
Curriculum Strategies
Hearing Disabilities
Instructional Programming
Multiple Disabilities
Visual Disabilities

S 31

TITLE: Educational Programming for Multiply Involved Deaf Students.

AUTHOR: Arken, C.

PUBLISHER/PRODUCER: Volta Review
Volume 1, 1979
pp. 25-34

AVAILABILITY: Volta Review
Alexander Graham Bell Association for Deaf, Inc.
3417 Volta Place, N.W.
Washington, D. C. 20007

PUBLICATION DATE: 1979

ABSTRACT: A field-tested strategy for developing instructional programs is outlined. Delineation of the strategy included procedures for conducting assessmerts, identifying target behaviors, writing instructional objectives and task analyses and implementing a program evaluation plan.

DESCRIPTORS: Assessment Methodology
Curriculum Strategies
Hearing Disabilities
Instructional Programming
Multiple Disabilities

TITLE: Effective Educational Behavioral Programming for Severely and Profoundly Handicapped Students

AUTHOR: Popovich, D.

PUBLISHER/PRODUCER: Paul H. Brookes Publishing Company
P. O. Box 10624
Baltimore, Maryland 21204

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1981

ABSTRACT: This manual describes behavioral modification techniques and their application to problems in teaching severely and profoundly handicapped students. It offers suggestions for structuring the classroom environment to optimize learning, determining student progress, designing curriculum and utilizing behavioral techniques.

DESCRIPTORS: Assessment Methodology
Curriculum Design
Instructional Programming

TITLE: An Electrical Communication System for a Nonverbal Profoundly Retarded Spastic Quadraplegic

AUTHOR: Kucherawy, D. A.; Kucherawy, J. J.

PUBLISHER/PRODUCER: Education and Training of the Mentally Retarded
Volume 13, 1978
pp. 323-342

AVAILABILITY: The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

PUBLICATION DATE: 1978

ABSTRACT: This article describes the use of an electrical communication system (the COCOM Center Model 25) to assess and communicate with a profoundly retarded, nonverbal, 28 year-old spastic quadraplegic female.

DESCRIPTORS:
Communication Aids
Mental Disabilities
Multiple Disabilities
New Technology
Physical Disabilities
Speech and Language Disabilities

TITLE: Establishing Services for the Severely Handicapped in Public Schools

AUTHOR: Harrison, S.; Johnson, M.

PUBLISHER/PRODUCER: Southwest Regional Resource Center
Salt Lake City, Utah

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1976

ABSTRACT: This manual describes the process steps required to establish services for severely handicapped children in public school settings. Elements of planning, implementation and augmentation are defined and delineated. For each element, a rationale for inclusion is stated, the component points are identified, outcomes of activities are specified, a task analysis is outlined, an inventory is provided for assessing needs, and a bibliography of pertinent documents is included.
ED129034

DESCRIPTORS: Instructional Programming
Integration Strategies

TITLE: Evaluating the Severely Disabled: The Controlled Environmental Laboratory Evaluation

AUTHOR: Rosinsky, R. W.

PUBLISHER/PRODUCER: Rehabilitation Literature
Volume 36, 1975
pp. 302-305

AVAILABILITY: National Easter Seal Society
2023 W. Ogden Avenue
Chicago, Illinois 60612

PUBLICATION DATE: 1975

ABSTRACT: The Controlled Environmental Laboratory Evaluation (CELE), designed to assess vocational abilities in severely disabled clients, is described. Use of the CELE, according to its authors, also produces a functional evaluation of client's behavioral, cognitive and perceptual-motor abilities.

DESCRIPTORS: Assessment Methodology
Prevocatinal/Vocational Training

TITLE: Feeding Assessment and Therapy for the Neurologically Impaired

AUTHOR: Schmidt, P.

PUBLISHER/PRODUCER: AAESPH Review
Volume 1, 1976
pp. 19-27

AVAILABILITY: The Association for the Severely Handicapped (TASH)
7010 Roosevelt Way, N.E.
Seattle, Washington 98115

PUBLICATION DATE: 1976

ABSTRACT: This paper explains an approach to dealing with feeding problems in neurologically impaired children. Included is a discussion of the development of abnormal muscle tone, and other principles governing the treatment of feeding problems. Also presented is information on the Eating Assessment Tool, an instrument designed to evaluate posture, oral motor skills, and parent-child interactions during feeding.

DESCRIPTORS: Assessment Instruments
Independent Living Skills
Motor Skills
Neurological Disabilities
Parent Involvement

TITLE: Functional Assessment of the Brain Damaged Physically Handicapped Child: Cognitive, Communication and Motor Variables

AUTHOR: Langley, B.

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: April 1976

ABSTRACT: This paper, presented at the 54th Annual International Convention of Council for Exceptional Children, Chicago, Illinois, reviews suggested testing modifications for evaluating severely physically handicapped children's cognitive, communicative, and motor performance. Specific instruments which may be utilized with cerebral palsied individuals are described.
ED122493

DESCRIPTORS: Assessment Instruments
Assessment Methodology
Multiple Disabilities
Neurological Disabilities
Physical Disabilities

S 38

TITLE: Functional Speech and Language Training Programs for the Severely Handicapped

AUTHOR: Guess, D.; and Others

PUBLISHER/PRODUCER: H and H Enterprises
P. O. Box 1070
946 Tennessee
Lawrence, Kansas 60044

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1977

ABSTRACT: The four-part curriculum program, which consists of four sequenced manuals, is designed to teach speech and language skills to severely handicapped persons. The overall program is based upon principles of structured learning and task analysis. Explicit teaching formats and alternative methods for summarizing and displaying student performance data are included.

DESCRIPTORS: Communication Skills
Curriculum Guides
Curriculum Strategies
Instructional Materials

S 39

TITLE: Gross Motor Management of Severely Multiply Impaired Students Volumes I and II

AUTHOR: Fraser, B.; Galka, G.; Hensinger, R.

PUBLISHER/PRODUCER: University Park Press
300 N. Charles Street
Baltimore, Maryland 21201

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1980

ABSTRACT: These volumes present a guide to evaluation, management and curriculum activities for multiply impaired students. Volume I is the Evaluation Guide. Volume II is the Curriculum Model. They have implications for teachers, administrators, therapists, pediatricians, orthopedists and neurologists.

DESCRIPTORS: Assessment Methodology
Curriculum Strategies
Motor Skills
Multiple Disabilities

TITLE: Guides to Instructional Materials

PUBLISHER/PRODUCER: Vort Corporation
P. O. Box 11552
Palo Alto, California 94306

AVAILABILITY: Publisher/Producer

ABSTRACT: A series of five guides list information on thousands of supplementary materials available from over 300 publishers in the areas of math, reading, language arts, motor development, and vocational education. Each guide has its own specific skills index which points directly to pages of titles that teach each skill. Under each skill, the titles are organized by interest level and formatted to help guide the most appropriate level. Information per title includes: interest level, format, publisher, and price range.

DESCRIPTORS: Cognitive Skills
Communication Skills
Curriculum Design
Instructional Materials
Mathematic Skills
Motor Skills
Prevocational/Vocational Training

TITLE: Habilitation Practices With the Severely Developmentally Disabled. Volumes I and II

AUTHOR: Karan, O. C.

PUBLISHER/PRODUCER: Research and Training Center in Retardation
c/o Waisman Center
1500 Highland Avenue
Madison, Wisconsin 53706

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1976, 1978

ABSTRACT: A compilation of position papers and program descriptions are presented on the topic of habilitation practices for severely developmentally disabled persons. Topics covered include vocational evaluation practices, crises intervention, work training, social and recreational skills training, professional training in behavior management skills and computer applications in programming for the severely handicapped.

DESCRIPTORS: Assessment Methodology
Developmental Disabilities
Instructional Programming
New Technology
Prevocational/Vocational Training
Social Skills

TITLE: Individual Educational Programming Emphasizing IEPs for Very Young and for Severely Handicapped Learners

AUTHOR: Dansanella, A. S.; and Others

PUBLISHER/PRODUCER: Bureau of Education for the Handicapped
Washington, D. C.

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1977

ABSTRACT: Described is an extensive manual designed to instruct special educators in the development and utilization of IEPs for students with special learning, educational and behavioral needs. Material is not relegated to writing and evaluating instructional objectives, but encompass IEP strategies central to providing a total service delivery plan.
ED146725

DESCRIPTORS: Instructional Programming

S 43

TITLE: Individualized Assessment and Treatment for Autistic and Developmentally Disabled Children Volumes I and II

AUTHOR: Schopler, E.; Reichler, R.; Lansing, M.

PUBLISHER/PRODUCER: University Park Press
300 North Charles Street
Baltimore, Maryland 21201

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: Volume I: 1979, Volume II: 1980

ABSTRACT: This two volume guide assists teacher and parent in assessing the behavioral and educational needs of autistic and developmentally disabled children. It also aids in developing individualized programs of instruction both at home and in the classroom. Volume I is entitled: Psychoeducational Profile; Volume II: Teaching Strategies for Parents and Professionals

DESCRIPTORS:
- Assessment Methodology
- Curriculum Strategies
- Developmental Disabilities
- Emotional Disabilities
- Instructional Programming
- Parent Involvement

S 44

TITLE: Individualized Educational Materials for Special Children in the Mainstream

AUTHOR: Anderson, R.; Greer, J.; Odle, S.

PUBLISHER/PRODUCER:
University Park Press
300 North Charles Street
Baltimore, Maryland 21201

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1978

ABSTRACT: This book provides step-by-step procedures to assist the classroom teacher identify appropriate instructional materials according to unique student needs, to retrieve the desired materials and to evaluate their ultimate effectiveness in helping children learn.

DESCRIPTORS:
Assessment Methodology
Instructional Materials
Instructional Programming

TITLE: Infant Stimulation Training Skills From Infancy to 36 Months

AUTHOR: Roman, B.

PUBLISHER/PRODUCER: Mafex Associates
90 Cherry Street
Johnstown, Pennsylvania 15902

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1978

ABSTRACT: This handbook provides information on learning activities for severely multiply handicapped children whose level of skill functioning, from a normative standpoint, is between one month and three years. Emphasis of content is the areas of fine motor, gross motor and self-feeding skill development. Teaching methods and materials are delineated for specific instructional objectives.

DESCRIPTORS: Curriculum Strategies
Motor Skills
Multiple Disabilities

S 46

TITLE: Instructional Programming for Severely Handicapped Youth:
A Community Integration Approach

AUTHOR: Wehman, P.; Hill, J.

PUBLISHER/PRODUCER: Virginia Commonwealth University
School of Education
901 West Franklin Street
Richmond, Virginia 23284

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1980

ABSTRACT: This collection of papers focuses on aspects of a community integration approach for severely and profoundly handicapped students. Those aspects include least restrictive environments, characteristics of appropriate education, the role of leisure time programming, home management, and vocational education.

DESCRIPTORS: Independent Living Skills
Instructional Programming
Integration Strategies
Prevocational/Vocational Training

TITLE: Instructional Strategies for Improving Toy Play Skills of Severely Handicapped Children

AUTHOR: Wehman, P.

PUBLISHER/PRODUCER: AAESPH Review
Volume 4, 1979
pp. 125-135

AVAILABILITY: The Association for the Severely Handicapped (TASH)
7010 Roosevelt Way, N.E.
Seattle, Washington 98115

PUBLICATION DATE: 1979

ABSTRACT: This article identifies eight typical play problems of severely handicapped children and suggests several instructional strategies for teachers and parents to use in helping youngsters to overcome such difficulties. The problems identified include refusal to play, inappropriate play, lack of sustained play, limited range in use of play materials, isolated play, refusal to initiate social interactions, throwing toys and inappropriate materials.

DESCRIPTORS: Curriculum Strategies
Independent Living Skills

S 48

TITLE: Integral Involvement of Severely Handicapped Students Within Regular Public Schools

AUTHOR: Hamre-Nietupski, S;

PUBLISHER/PRODUCER: AAESPH
Volume 6, Number 2
Summer 1981

AVAILABILITY: The Association for the Severely Handicapped (TASH)
7010 Roosevelt Way, N.E.
Seattle, Washington 98115

PUBLICATION DATE: Summer 1981

ABSTRACT: Described here are formal and informal methods which would insure a less restrictive environment for severely handicapped students. The authors argue that integration should go beyond physical integration to a combination of methods. Many suggestions about how to foster integral involvement are provided.

DESCRIPTORS: Instructional Programming
Integration Strategies

TITLE: Integration of Vision Stimulation in the Classroom: Group Programming

AUTHOR: Bernstein-Bruskoff, G. A.

PUBLISHER/PRODUCER: Education of the Visually Handicapped
Volume II, 1979
pp. 39-48

AVAILABILITY: Heldref Publishers
4000 Albermarle Street, Ste. 500
Washington, D. C. 20016

PUBLICATION DATE: 1979

ABSTRACT: Group-centered classroom activities fro visually impaired multihandicapped children are reported. Included are instructional formats for teaching selected preacademic and gross motor skills.

DESCRIPTORS: Curriculum Strategies
Instructional Programming
Multiple Disabilities
Visual Disabilities

TITLE: Introducing the Charlton Tutor.

AUTHOR: Nicol, E; Woods, E.

PUBLISHER/PRODUCER: Special Education/Forward Trends
Volume 2, 1975
pp. 13-14

AVAILABILITY: National Council for Special Education
1 Wood Street, Stratford-Upon-Avon
Warwickshire, England CV37 6JE

PUBLICATION DATE: 1975

ABSTRACT: This article describes a machine for teaching basic visual discrimination and reading skills to severely physically handicapped children.

DESCRIPTORS: Communication Aids
New Technology
Physical Disabilities

TITLE: It Takes All Parts: An Activity Book to Develop Self-Concept in Young Children

AUTHOR: Huston, M.; and Others

PUBLISHER/PRODUCER: The Capper Foundation for Crippled Children
Early Education Program
Topeka, Kansas

AVAILABILITY: Capper's Weekly
Staufier Communications, Inc.
616 Jefferson
Topeka, Kansas 66607

PUBLICATION DATE: 1977

ABSTRACT: This book is designed to assist parents and teachers in providing activities for developing self-concepts in young multiply handicapped children. Numerous teaching activity plans are included in the areas of motor activity, snack time, song and finger games, and art. Also included is a section on teaching aids.

DESCRIPTORS: Instructional Materials
Multiple Disabilities
Parent Involvement

S 52

TITLE: Language Intervention Strategies

AUTHOR: Schiefelbusch, R.

PUBLISHER/PRODUCER: University Park Press
300 North Charles Street
Baltimore, Maryland 21201

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1978

ABSTRACT: This text aids in preparing students, educators and practitioners to adapt existing language intervention strategies or design new ones as needed. The rationales and philosophies needed to design specific strategies and individualized programs for students with language impairments are discussed.

DESCRIPTORS:
- Communication Skills
- Curriculum Design
- Curriculum Strategies
- Instructional Programming
- Speech and Language Disabilities

TITLE: Language Programming for the Severely Handicapped

AUTHOR: Jens, K. G.; and Others

PUBLISHER/PRODUCER: Focus on Exceptional Children
Volume 8, 1976
pp. 1-15

AVAILABILITY: Love Publishing Company
6635 E. Villanova Place
Denver, Colorado 80222

PUBLICATION DATE: 1976

ABSTRACT: This article, intended for teachers of severely mentally handicapped children, presents the structural components of a language training program. An array of behavioral intervention strategies, including extensive use of task analysis, are employed in the program model. Also included is an extensive discussion of teacher competencies pertinent to language training with the severely handicapped and an analysis of 12 different language training programs.

DESCRIPTORS: Communication Skills
Curriculum Strategies
Speech and Language Disabilities

S 54

TITLE: Learning Steps: A Handbook for Persons Working With Deaf-Blind Children in Residential Settings

AUTHOR: Rouin, C.

PUBLISHER/PRODUCER: California State Department of Education
Sacramento, California

AVAILABILITY: Southwestern Region Deaf-Blind Center
721 Capitol Mall, Room 621
Sacramento, California 95814

PUBLICATION DATE: 1976

ABSTRACT: This handbook presents general information regarding impairments, health,discipline, language and play needs of deaf-blind children. It offers specific instructions on activities to direct the growth in a variety of skill areas such as body movement, eating, dressing, toilet training, personal hygiene and play. This resource can be used by parents, teachers, aides, residential staff and other persons involved in providing direct service to children with multiple disabilities.

DESCRIPTORS:
- Curriculum Guides
- Hearing Disabilities
- Instructional Materials
- Multiple Disabilities
- Parent Involvement
- Visual Disabilities

TITLE: Leisure Programs for Handicapped Persons: Adaptations, Techniques and Curriculum

AUTHOR: Wehman, P.; Schleien, S.

PUBLISHER/PRODUCER: University Park Press
300 North Charles Street
Baltimore, Maryland 21201

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1981

ABSTRACT: This text provides information necessary for developing individualized educational programs and instructional programs for the leisure-time activities of handicapped adults and children. This book includes data-based case studies that demonstrate the validity of the selected skills proposed in curriculum chapters.

DESCRIPTORS:
- Curriculum Design
- Curriculum Strategies
- Independent Living Skills
- Instructional Programming

S 56

TITLE: Lifelong Learning and Career Development Needs of the Severely Handicapped (Working paper No. 1)

AUTHOR: Hanagan, W. M.; Schoepke, J. M.

PUBLISHER/PRODUCER: University of Missouri
Department of Counseling and Personnel Service
Columbia, Missouri

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1978

ABSTRACT: This paper provides a background overview of the design of a lifelong career development model for severely handicapped persons. Lifelong learning is defined and deficiencies in work and self-development opportunities for severely handicapped individuals are reviewed. Community colleges are discussed as one possible source of support for the deployment of coordinated services which would enable severely handicapped individuals to fulfill their lifelong learning needs.
ED162700

DESCRIPTORS: Prevocational/Vocational Services
Prevocational/Vocational Training

TITLE: Longitudinal Transition Plans in Programs for Severely Handicapped Students

AUTHOR: Brown, L.; and Others

PUBLISHER/PRODUCER: Exceptional Children
Volume 47, Number 8, May 1981
pp. 624-630

AVAILABILITY: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

PUBLICATION DATE: May 1981

ABSTRACT: Both segregated and desegregated school models for severely handicapped students are presented, and an individualized transition plan is proposed. This plan must be comprehensive, involve parents and guardians, require actual participation of both sending and receiving personnel, and include the expertise of related service personnel.

DESCRIPTORS: Integration Strategies
Parent Involvement

S 58

TITLE: Making Integration Work: Strategies for Educating Students With Severe Disabilities in Regular Schools

AUTHOR: Taylor, S.

PUBLISHER/PRODUCER:
Special Education Resource Center
Syracuse University
400 Huntington Hall
150 Marshall Street
Syracuse, New York 13210

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1981

ABSTRACT: This article describes strategies used successfully by states, school districts and schools to integrate children with severe disabilities. After describing five types of integration the author presents twelve broad administrative and programmatic strategies for educating severely handicapped students in regular schools.

DESCRIPTORS:
Instructional Programming
Integration Strategies

S 59

TITLE: Mealtimes for Severely and Profoundly Handicapped Persons

AUTHOR: Perske, R; CLifton, A.; McLean, B; Stein, J.

PUBLISHER/PRODUCER: University Park Press
300 North Charles St.
Baltimore, Maryland 21201

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1978

ABSTRACT: Mealtime is highlighted as an opportunity for socialization, skill training, communication and self-satisfaction. The value of mealtimes for severely handicapped is described by parents, volunteers, professionals and handicapped persons. Creative ideas for altering mealtime atmosphere and involving other people are presented.

DESCRIPTORS: Independent Living Skills
Parent Involvement

S 60

TITLE: Measurement for Curriculum Building for Multiply Handicapped Children

AUTHOR: Whitney, P. L.

PUBLISHER/PRODUCER: Physical Therapy
Volume 58, 1978
pp. 415-420

AVAILABILITY: American Physical Therapy Association
1156 - 15th Street, N.W.
Washington, D. C. 20005

PUBLICATION DATE: 1978

ABSTRACT: A data recording and monitoring technique referred to as quantitative longitudinal tracking of objectively defined motor behaviors, was used to develop curricula for severely multiply handicapped children. The data monitoring system was found to be effective for establishing a baseline of motor behavior and could be functionally applied by teachers or parents with periodic observation by therapists for purposes of checking realiability.

DESCRIPTORS: Assessment Methodology
Curriculum Design
Motor Skills
Multiple Disabilities

TITLE: Media Materials and Functional Aids for Parents of the Severely Handicapped

AUTHOR: Davies, J. M.

PUBLISHER/PRODUCER: Journal of Special Education Technology
Volume 1, 1978
pp. 48-51

AVAILABILITY: Exceptional Child Center
Utah State University
Logan, Utah 84322

PUBLICATION DATE: 1978

ABSTRACT: The parent of two severely mentally handicapped children, ages 11 and 13 years, describes media materials and functional aids that would meet her sons' needs. Three examples are a pen that leaves a raised trail; a handwriting machine that can be programmed with a series of letters to form words; and clothing that snaps.

DESCRIPTORS: Communication Aids
Independent Living Skills
Instructional Materials
Parent Involvement

TITLE: Methods of Instruction for Severely Handicapped Students

AUTHOR: Sailor, W.; Wilcox, B.; Brown, L.

PUBLISHER/PRODUCER: Paul H. Brookes Publishing Company
P. O. Box 10624
Baltimore, Maryland 21204

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1980

ABSTRACT: The editors have compiled and described new strategies and data-based models designed to provide services to severely handicapped students. The three topical sections, which include articles from 30 prominent special education professionals, are: assessment and establishment of objectives; instruction and measurement; evaluation of outcome-current research.

DESCRIPTORS: Assessment Methodology
Curriculum Design
Curriculum Strategies
Instructional Programming

TITLE: The Multiply Handicapped Child: The Diagnostician's Challenge

AUTHOR: DuBose, R. F.

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: April 1976

ABSTRACT: This paper, presented at the 54th Annual International Convention of the Council for Exceptional Children, Chicago, Illinois, examines factors in the psychological and educational evaluation of multiply handicapped children. Specific instruments and techniques for evaluating functional skills are delineated.

DESCRIPTORS: Assessment Instruments
Assessment Methodology
Multiple Disabilities

S 64

TITLE: National Special Education Curriculum Guide Survey, Final Report

AUTHOR: Ash, P.

PUBLISHER/PRODUCER: Indiana State Department of Public Instruction
Indianapolis Div. of Special Education
Indianapolis, Indiana

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1979

ABSTRACT: This bibliography lists 176 special education exemplary curriculum guides. These were reported effective in the education of handicapped and gifted children as a result of a survey of state education agencies, universities and special projects from over 40 states. Abstracts for each guide include title, publisher, copyright or development date, price, number of pages, type and level of class.
ED181697

DESCRIPTORS: Curriculum Guides

S 65

TITLE: Non-Vocal Communication Resource Book

AUTHOR: Vanderheiden, G. C.

PUBLISHER/PRODUCER: University Park Press
300 North Charles Street
Baltimore, Maryland 21201

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1978

ABSTRACT: This reference guide is designed for those persons involved in the field of augmentative communication techniques and aids for non-verbal individuals. Periodic updating and expansion of resources assists in retaining its currency and usefulness.

DESCRIPTORS:
- Communication Aids
- Communication Skills
- Instructional Materials
- Speech and Language Disabilities

S 66

TITLE: Non-Vocal Communication Techniques and Aids for the Severely Physically Handicapped

AUTHOR: Vanderheiden, G. C.; Grilley, K.

PUBLISHER/PRODUCER:
University Park Press
300 N. Charles Street
Baltimore, Maryland 21201

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1976

ABSTRACT: Presented is a comprehensive treatment of communication problems and alternative intervention strategies for use with severely physically involved individuals. Special attention is directed toward factors impacting upon the selection of an appropriate symbol system for the individual child -- be it based on objects, pictures, words or Bliss symbols.

DESCRIPTORS:
Communication Aids
Communication Skills
Curriculum Strategies
Physical Disabilities
Speech and Language Disabilities

TITLE: Observing Behavior, Volumes I and II

AUTHOR: Sackett, G.

PUBLISHER/PRODUCER: University Park Press
300 North Charles Street
Baltimore, Maryland 21201

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1978

ABSTRACT: This two volume guide explores ways that direct behavior observation methods can be used to expand descriptive knowledge concerning mental retardation and related conditions, and to test specific research hypotheses in these areas of investigation. Volume I is entitled: Theory and Applications in Mental Retardation; Volume II: Data Collection and Analysis Methods.

DESCRIPTORS: Assessment Methodology
Mental Disabilities

S 68

TITLE: Overview, Directory and Product Guide, 1980-1981

AUTHOR: Mirkes, D.

PUBLISHER/PRODUCER: Program Development Assistance System (PDAS)
University of Washington
Seattle, Washington

AVAILABILITY: University Distributing
Building JD-11
1107 N.E. 45th Street, Suite 330
Seattle, Washington 98105

PUBLICATION DATE: 1981

ABSTRACT: This directory describes two groups of model demonstration projects and five Learning Disabilities Research Institutes. One group of model demonstration programs is supported by the Program for Severely Profoundly Handicapped Children and Youth. Presented is an analysis of data provided by 29 programs for severely/profoundly handicapped which includes abstracts of each project. A product guide lists titles of brochures, newsletters, directories, catalogs, evaluation instruments, curricula, training guides, literature reviews and research reports developed by the project.

DESCRIPTORS: Curriculum Guides
Instructional Materials
Instructional Programming

TITLE: Parent Training Packages

AUTHOR: Stowitschek, J. J.; Hofmeister, A.

PUBLISHER/PRODUCER: Children Today
Volume 4, 1975
pp. 23-35

AVAILABILITY: U.S. Children's Bureau
Administration for Children, Youth and Families
U.S. Department of Health, Education & Welfare
Box 1182
Washington, D. C. 20013

PUBLICATION DATE: 1975

ABSTRACT: This article provides a description of a multimedia parent training package for use with mentally retarded children. Audiotapes, synchronized color slides and a workbook are in the program to instruct parents in the application of systematic teaching principles.

DESCRIPTORS: Mental Disabilities
Parent Involvement

TITLE: The Parent's Manual: A Manual of Supplementary Activities for Homebound Children With Severely Handicapped Conditions

AUTHOR: Shrensky, J.; and Others

PUBLISHER/PRODUCER: City University of New York
Graduate School and University Center
New York, New York

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1975

ABSTRACT: Designed for parents of homebound severely handicapped children, this manual presents an array of games and activities for teaching body awareness, basic self-help and preacademic skills. A statement of purpose and description of materials is provided in an introduction to each section.
ED140562

DESCRIPTORS: Curriculum Guides
Instructional Materials
Parent Involvement

TITLE: Pennsylvania Training and Demonstration Center for Severely and Profoundly Retarded Children: TRAC (training, resources, acquisition, control).

AUTHOR: Doye, B. P.; and Others

PUBLISHER/PRODUCER: Montgomery County Intermediate Unit
Blue Bell, Pennsylvania

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1976

ABSTRACT: The final report of Project TRAC describes program activities and final projects in the areas of educational teaching techniques, assessment and pupil performance monitoring strategies and parental involvement. Additionally, results of project activities are synthesized and implications for future work are discussed with respect to the TRAC monitoring system.
ED161192

DESCRIPTORS: Assessment Methodology
Curriculum Strategies
Parent Involvement

S 72

TITLE: A Prescriptive Behavioral Checklist for the Severely and Profoundly Retarded, Volumes I, II and III

AUTHOR: Popovich, D.

PUBLISHER/PRODUCER: University Park Press
300 North Charles Street
Baltimore, Maryland 21201

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: Volume I - 1977, Volumes II, III - 1981

ABSTRACT: These volumes use a programmed format to develop the basic skills of motor development, eye-hand coordination, language development and self-help. Volume I covers preparatory skills; Volume II is suitable for the multiply handicapped; Volume III is focused on group home skills.

DESCRIPTORS: Communication Skills
Curriculum Strategies
Independent Living Skills
Instructional Programming
Mental Disabilities
Motor Skills

TITLE: Some Problems Facing Producers and Developers of Media and Materials for the Severely Handicapped

AUTHOR: Larsen, L. A.

PUBLISHER/PRODUCER: Journal of Special Education Technology
Volume 1, 1978
pp. 13-24

AVAILABILITY: Exceptional Child Center
Utah State University
Logan, Utah 84322

PUBLICATION DATE: 1978

ABSTRACT: This article described issues and procedural steps involved in developing educational media and material for use with severely handicapped individuals.

DESCRIPTORS: Instructional Materials

S 74

TITLE: Proceedings: Basic Assessment and Intervention Techniques for Deaf-Blind and Multihandicapped Children

AUTHOR: Rouin, C.

PUBLISHER/PRODUCER: California State Department of Education
Sacramento, California

AVAILABILITY: Southwest Region Deaf-Blind Center
721 Capitol Mall, Room 621
Sacramento, California 95814

PUBLICATION DATE: 1977

ABSTRACT: Collection of eight conference papers focus on basic assessment and intervention techniques for use with lower functioning deaf-blind and multihandicapped children. Topics covered include psychological and audiological assessment, sensorimotor development, and sensory integration therapy.

DESCRIPTORS: Assessment Methodology
Hearing Disabilities
Instructional Progamming
Multiple Disabilities
Visual Disabilities

TITLE: The Process of the Psychoeducational Appraisal of the Multihandicapped Child

AUTHOR: Langley, B.

AVAILABILITY:
ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1976

ABSTRACT: Presented at the 54th Annual International Convention for the Council for Exceptional Children, Chicago, Illinois, this paper describes an approach toward assessment appraisal of multihandicapped children, based upon procedures drawn from stage-based (Piagetian) cognitive development theory. Application of the Piagetian-based Uzgiris and Hunt Scales of Psychological Development with multihandicapped children is described. ED 122492

DESCRIPTORS:
Assessment Methodology
Multiple Disabilities

S 76

TITLE: Programmed Environments Curriculum: A Curriculum Handbook for Teaching Basic Skills to Severely Handicapped Persons

AUTHOR: Tawney, J.; and Others

PUBLISHER/PRODUCER: Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1979

ABSTRACT: This guide presents a model for curriculum and instruction with severely handicapped students. Information on skills, entry behaviors objectives, and teaching procedures for 79 programs covering language, cognitive, motor and self-help skills is provided. Four modules represent directions for using the program and three others address additional topics of reinforcement and instructional control, development of instructional programs and individual educational programs.

DESCRIPTORS:
- Cognitive Skills
- Communication Skills
- Curriculum Guides
- Independent Living Skills
- Instructional Materials
- Instructional Programming
- Motor Skills

S 77

TITLE: Psychological Evaluation and Testing of Children Who Are Deaf-Blind

AUTHOR: Vernon, M.; and Others

PUBLISHER/PRODUCER: School Psychology Digest
Volume 8, 1979
pp. 291-295

AVAILABILITY: National Association of School Psychologists
Box 184
Kent, Ohio 44240

PUBLICATION DATE: 1979

ABSTRACT: Issues in the testing and evaluation of deaf-blind children are discussed in consideration of the lack of assessment instruments designed to be used appropriately with the population. Use of skill checklists with operationally stated objectives/goals are advocated by the authors.

DESCRIPTORS: Assessment Methodology
Hearing Disabilities
Multiple Disabilities
Visual Disabilities

S 78

TITLE: Recreational Programming for Developmentally Disabled Persons

AUTHOR: Wehman, P.

PUBLISHER/PRODUCER: University Park Press
300 North Charles Street
Baltimore, Maryland 21201

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1979

ABSTRACT: This collection of papers deals with recreation programming for developmentally disabled persons and provides curriculum content, teaching strategies and materials development guidelines on recreation programs. This text covers curriculum areas for all levels and ages of developmentally disabled persons.

DESCRIPTORS:
Curriculum Design
Curriculum Strategies
Developmental Disabilities
Independent Living Skills
Instructional Programming

TITLE: Selection of Play Materials for the Severely Handicapped: A Continuing Dilemma.

AUTHOR: Wehman, P.

PUBLISHER/PRODUCER: Education and Training of the Mentally Retarded
Volume 11, 1976
pp. 46-50

AVAILABILITY: The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

PUBLICATION DATE: 1976

ABSTRACT: Research on toy preference with nonretarded infants and young children is reviewed and guidelines for the selection of play materials for severely retarded individuals are presented.

DESCRIPTORS: Independent Living Skills
Instructional Materials

TITLE: A Sensory Based Program Model for Preschool Handicapped Children.

AUTHOR: Iannicelli, M. M.; McConnaughey, F. B.

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: April 1977

ABSTRACT: This paper, presented at the 55th Annual International Convention of the Council for Exceptional Children, in Atlanta, Georgia, describes a developmental, team teaching program for multiply handicapped children between the ages of three and seven years. The structured program integrates task analytic and applied behavior analysis strategies with the teaching of developmental skills, especially in the areas of motor and perceptual functioning. Sample instructional formats, including skill assessment procedures, are presented.
ED145650

DESCRIPTORS: Curriculum Strategies
Instructional Programming
Multiple Disabilities

TITLE: Severely and Multiply Handicapped -- Programs, Teaching Methods and Curriculum

PUBLISHER/PRODUCER: Council for Exceptional Children
Reston, Virginia

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1977

ABSTRACT: Approximately 85 bibliographic citations on curriculum and instructional-related work compiled from 1972-76 are presented in an annotated format.
ED146745

DESCRIPTORS:
Curriculum Guides
Curriculum Strategies
Instructional Materials
Multiple Disabilities

S 82

TITLE: The Severely and Profoundly Handicapped Programs, Methods and Materials

AUTHOR: Van Etten, G.; Arkell, C.; Van Etten, C.

PUBLISHER/PRODUCER: C. V. Mosby
11830 Westline Industrial Drive
St. Louis, Missouri 63141

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1980

ABSTRACT: This book was designed primarily as a college/university text to prepare teachers for working with severely/profoundly handicapped students. The initial chapters focus upon behavioral characteristics, diagnosis and assessment of severe handicapping conditions. Curriculum design, selection and use of principles of instructional materials and methods for evaluating student performance are extensively covered over a total of eight chapters. Use of community resources and working with parents and families of severely handicapped students are dealt with in the remaining chapters of the text.

DESCRIPTORS: Assessment Methodology
Curriculum Design
Curriculum Strategies
Instructional Materials
Parent Involvement

TITLE: The Severely Motorically Impaired Student: A Handbook for the Classroom Teacher

AUTHOR: Healy, H.

PUBLISHER/PRODUCER: Charles C. Thomas
301-327 E. Lawrence Avenue
Springfield, Illinois 62717

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1980

ABSTRACT: This book was designed to assist regular teachers working with mainstreamed severely physically handicapped students. Fundamentals of motor development and specific teaching methods are presented. Normal and abnormal motor development, position and handling guidelines, procedures to facilitate eye movement, head control, standing, walking and fine motor development are described.

DESCRIPTORS: Curriculum Strategies
Motor Skills
Physical Disabilities

S 84

TITLE: Sex Education for the Developmentally Disabled: A Guide for Parents, Teachers and Professionals

AUTHOR: Fischer, H.; Krajicek, M.; Borthnick, W.

PUBLISHER/PRODUCER: University Park Press
300 North Charles Street
Baltimore, Maryland 21201

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1976

ABSTRACT: This guide assists parents and teachers in explaining the concepts of sexual development to developmentally disabled children, adolescents and adults. The structured client interview and picture series is the format used for discussion.

DESCRIPTORS: Developmental Disabilities
Independent Living Skills
Instructional Materials
Parent Involvement
Social Skills

TITLE: Stimulus Box for the Profoundly Mentally Retarded.

AUTHOR: White, J.

PUBLISHER/PRODUCER: The American Journal of Occupational Therapy
Volume 30, 1976
p. 167

AVAILABILITY: American Occupational Therapy Association, Inc.
6000 Executive Boulevard
Rockville, Maryland 20852

PUBLICATION DATE: 1976

ABSTRACT: This article gives instructions for building a box which is designed to provide sensory experiences to physically handicapped profoundly mentally retarded children.

DESCRIPTORS: Motor Skills
Physical Disabilities

S 86

TITLE: Strategies for Helping Severely and Multiply Handicapped Citizens

AUTHOR: Greer, J.; Anderson, R.; Odle, S.

PUBLISHER/PRODUCER: University Park Press
300 North Charles Street
Baltimore, Maryland 21201

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1981

ABSTRACT: Written from an educational perspective, this text emphasizes a multidisciplinary approach and examines how to effectively utilize resource and support systems personnel. It concentrates on the mentally retarded, physically and sensorially handicapped.

DESCRIPTORS:
- Integration Strategies
- Instructional Programming
- Mental Disabilities
- Multiple Disabilities
- Physical Disabilities

TITLE: Summer Camping for Children in State Schools, State Hospitals, and State Hospital Schools

PUBLISHER/PRODUCER: Massachusetts State Department of Education
Bureau of Special Education
Boston, Massachusetts

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1977

ABSTRACT: This directory provides basic information on 110 recreational-oriented summer camp programs appropriate for the placement of institutionalized children. Included are brief descriptions of the programs, staff qualifications, physical settings, medical facilities and personnel and special needs children currently served.
ED152025

DESCRIPTORS: Independent Living Skills

TITLE: Systematic Instruction for the Moderately and Severely Handicapped

AUTHOR: Snell, M. E.

PUBLISHER/PRODUCER: Charles E. Merrill
1300 Alum Creek Drive
Box 508
Columbus, Ohio 43216

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1978

ABSTRACT: This is a behaviorally-oriented, research-based guide to teaching moderately and severely handicapped learners. Specialists provide information and instructions for developing basic and functional skills. Information regarding legislative mandates affecting handicapped learners is also included.

DESCRIPTORS: Curriculum Strategies

TITLE: Systematic Instruction for the Severely Handicapped: Teaching Sequences

AUTHOR: McCormak, J. E.; and Others

PUBLISHER/PRODUCER: Massachusetts Center for Program Development and Evaluation
Medford, Massachusetts

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1976

ABSTRACT: Extensive number of detailed instructional/teaching sequences are presented for teachers to use with severely handicapped learners. Rationale for application to the concept of systematic instruction with the severely handicapped is described. Primary emphasis of field-tested instructional sequences is in the area of pre-academic skill development.
ED126667

DESCRIPTORS: Curriculum Strategies
Instructional Programming

S 90

TITLE: Teacher Preference Manual for Assessment Instruments for the Severely Developmentally Impaired

AUTHOR: Harris, K. L.; and Others

PUBLISHER/PRODUCER: Southwest Regional Resource Center
Salt Lake City, Utah

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1977

ABSTRACT: Basic descriptive information regarding 28 instruments which may be used to conduct educational assessments with severely developmentally impaired students is presented. Instruments include norm-referenced tests, criterion-referenced tests, standardized tests, nonstandardized tests and tracking systems. Publishers' addresses and cost of instruments are included. ED146748

DESCRIPTORS: Assessment Instruments
Developmental Disabilities

TITLE: Teaching Auxiliary Communication Skills to Severely Handicapped Students

AUTHOR: Nietupski, J.; Hamre-Nietupski, S.

PUBLISHER/PRODUCER: AAESPH Review
Volume 4, Number 2, Summer 1979
pp. 107-124

AVAILABILITY: The Association for the Severely Handicapped (TASH)
7010 Roosevelt Way, N.E.
Seattle, Washington 98115

PUBLICATION DATE: Summer 1979

ABSTRACT: This article discusses strategies for the selection design and implementation of appropriate auxiliary communication skills programs. Those systems described include manual systems, communication aids and communication codes. The authors advocate consideration of auxiliary systems for any child who has not produced intelligible utterances by ages 5 to 8 years, and who has not made adequate progress in a verbal communication training program.

DESCRIPTORS: Communication Aids
Communication Skills
Speech and Language Disabilities

S 92

TITLE: Teaching Preacademic Skills to Severely Handicapped Students

AUTHOR: McCormak, J. E.

PUBLISHER/PRODUCER: Seaside Education Associates
Gloucester, Massachusetts

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1977

ABSTRACT: This document presents a detailed review of instructional procedures for teaching pre-academic skills to severely handicapped students in public school settings. Analysis of learner characteristics, applications of task analysis and development of teaching materials are emphasized. Considerable attention is focused upon the use of behavioral intervention techniques such as shaping, fading, modeling, and chaining.
ED148033

DESCRIPTORS: Cognitive Skills
Curriculum Strategies

TITLE: The Teaching Research Curriculum for the Moderately and Severely Handicapped

AUTHOR: Fredericks, H. S.; Baldwin, V. L.

PUBLISHER/PRODUCER: Charles C. Thomas
301-327 E. Lawrence Avenue
Springfield, Illinois 62717

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1976

ABSTRACT: Following an instructional model based upon principles of behavior modification and learning theory, a field-tested preschool-level curriculum is presented. Sequentially-ordered objectives are organized into traditional curriculum components -- self-help skills, motor skills, communication and cognitive skills. Extensive attention is directed toward guidelines for using the curriculum.

DESCRIPTORS: Curriculum Guides
Curriculum Strategies

S 94

TITLE: Teaching Sign Language to the Multiply Handicapped Deaf Person

AUTHOR: Hammon, A; Burns, J.

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 2210

PUBLICATION DATE: April 1976

ABSTRACT: This paper, presented at the Annual International Convention of the Council for Exceptional Children, Chicago, Illinois, reviews programming strategies for selecting and implementing sign language systems with specific guidelines for choosing a particular system. Practical suggestions are made for implementing a sign language training program.
ED122538

DESCRIPTORS: Curriculum Strategies
Hearing Disabilities
Multiple Disabilities

TITLE: Teaching Social Interaction Skills to Severely Handicapped Students. In L. Brown (Ed.) Madison's Alternative for Zero Exclusion: A Book of Readings (Vol. 5)

AUTHOR: Williams, W., and Others

PUBLISHER/PRODUCER:
Ms. Donna Freiman
Allis School
4201 Buckeye Road
Madison, Wisconsin 53716

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1975

ABSTRACT: A system for predicting, classifying, and teaching social interactions to severely handicapped students is described. Sample instructional materials are included.

DESCRIPTORS:
Instructional Materials
Social Skills

S 96

TITLE: Teaching the Moderately and Severely Handicapped: Volumes I, II and III

AUTHOR: Bender, M.; Bender, R; Valletutti, P.

PUBLISHER/PRODUCER: University Park Press
300 North Charles Street
Baltimore, Maryland 21201

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1976

ABSTRACT: This curriculum guide assists teachers, administrators, parents and therapists in providing comprehensive educational programming for handicapped students. Content areas covered include: behavior, self-care and motor skills (Volume I); communication, socialization, safety and leisure time skills (Volume II); and functional academics for the mildly and moderately handicapped (Volume III).

DESCRIPTORS: Cognitive Skills
Communication Skills
Curriculum Guides
Curriculum Strategies
Independent Living Skills
Instructional Programming
Motor Skills
Social Skills

S 97

TITLE: Teaching the Severely Handicapped (Vol. III)

AUTHOR: Haring, H. G.; Bricker, D. D. (Eds.)

PUBLISHER/PRODUCER: Special Press
724 S. Roosevelt Avenue
Columbus, Ohio 43209

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1978

ABSTRACT: Substantive content in this book is principally directed toward issues and strategies in the topical areas of personnel preparation, curriculum (assessment and instruction), vocational education and service delivery models.

DESCRIPTORS: Assessment Methodology
Curriculum Strategies
Instructional Programming
Prevocational/Vocational Training

S 98

TITLE: Teaching the Severely Handicapped, Volume IV

AUTHOR: York, R.; Eugene, E. (Eds.)

PUBLISHER/PRODUCER: Special Press
724 S. Roosevelt Avenue
Columbus, Ohio 43209

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1979

ABSTRACT: This collection of papers focus on curriculum, communication and delivery systems in the education of the severely handicapped students. Teaching methods, intervention strategies and program development suggestions are provided.

DESCRIPTORS:
- Communication Skills
- Curriculum Strategies
- Instructional Programming

TITLE: Teaching the Severely Mentally Retarded - Adaptive Skills Training

AUTHOR: Mori, A. A.; Masters, L. F.

PUBLISHER/PRODUCER: Aspen Systems Corporation
20010 Century Boulevard
Germantown, Maryland 20767

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1980

ABSTRACT: Appropriate for use as coursework text, instructional materials, methods and strategies are presented separately for each of the principal components of a curriculum for severely retarded students (e.g., motor, communication, self-help, social skills, etc.). Also included are chapters on programming strategies in the areas of mobility skills, vocational skills and recreation/leisure skills.

DESCRIPTORS: Curriculum Strategies
Instructional Materials

TITLE: Teaching Trainable Level Multiply Handicapped Students to Use Picture Cues, Context Cues, and Initial Consonant Sounds to Determine the Labels of Unknown Words

AUTHOR: Etriken, D.; York, R; Brown, L.

PUBLISHER/PRODUCER: AAESPH Review
No. 3, September 1977
pp. 169-190

AVAILABILITY: The Association for the Severely Handicapped (TASH)
7010 Roosevelt Way, N.E.
Seattle, Washington 98115

PUBLICATION DATE: 1977

ABSTRACT: Utilizing a detailed task analysis framework, a program designed to teach functional reading skills, implemented in an experimental learning paradigm with three multiply handicapped students, is described. The program strategy is based upon both acquisition of word analysis skills and visual recognition of selected words.

DESCRIPTORS: Communication Skills
Curriculum Strategies
Instructional Materials
Mental Disabilities
Multiple Disabilities

TITLE: Toy Workshops for Parents: Bridging a Gap.

AUTHOR: Hutinger, P. L.; and Others

PUBLISHER/PRODUCER: Western Illinois University
Macomb, Illinois

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1978

ABSTRACT: Described is the development of toy workshops, to help parents construct learning materials for their children. Numerous citations are provided on activity ideas, as well as information on child growth and development for parents and teachers. ED180173

DESCRIPTORS: Instructional Materials
Parent Involvement

S 102

TITLE: Tracking the Motor Behavior Development of Multihandicapped Infants

AUTHOR: Mira, M.

PUBLISHER/PRODUCER: Mental Retardation
Volume 15, 1977
pp. 32-37

AVAILABILITY: Canadian Association for Mental Retardation
Kinsman, NIMR Building
York University
4700 Keele Street
Toronto, Ontario M3J 1PE Canada

PUBLICATION DATE: 1977

ABSTRACT: The rationale and description of principal strategies employed for measuring the effects of interventions in the motor domain with multihandicapped infants are presented. Also described is a procedure for direct tracking of developing motor behavior with implications for curriculum design.

DESCRIPTORS: Assessment Methodology
Curriculum Design
Motor Skills
Multiple Disabilities

TITLE: Training Programs and Placement Services: Vocational Training and Placement of the Severely Handicapped

AUTHOR: Appleby, J. A. and Others

PUBLISHER/PRODUCER:
Olympus Publishing Company
1670 E. 13th Street
Salt Lake City, Utah 84105

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1978

ABSTRACT: Summary descriptions of over 150 vocational training programs and placement services for severely handicapped individuals in the U.S. are presented. Included is information on program size, clients served, major program features, facilities, costs and successful and innovative practices.

DESCRIPTORS:
Prevocational/Vocational Services
Prevocational/Vocational Training

S 104

TITLE: Training the Retarded at Home or in School: A Manual for Parents, Home Trainers, Teachers, and Others

AUTHOR: Balthazar, Earl E.

PUBLISHER/PRODUCER: Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1976

ABSTRACT: This manual, intended for parents and teachers of mentally retarded and/or multiply handicapped children, focuses on training in the areas of fundamental self-care skills and basic social coping behavior. Practical teaching suggestions, using the behavioral learning paradigm, are provided in the following areas: eating, dressing, toileting, grooming, functional communication, responding to instructions, play and social cooperations.

DESCRIPTORS: Curriculum Guides
Independent Living Skills
Mental Disabilities
Multiple Disabilities
Parent Involvement
Social Skills

S 105

TITLE: Translation of Assessment Data into Practical Applications for Multiply Handicapped Children

AUTHOR: DuBose, R. F.

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: April 1976

ABSTRACT: This paper, presented at the 54th Annual International Convention of the Council for Exceptional Children, Chicago, Illinois, emphasizes the importance of the processes of gathering, interpreting, and conveying diagnostic information to parents of multiply handicapped children. Steps necessary to accomplishing these processes are delineated.
ED122491

DESCRIPTORS: Assessment Methodology
Multiple Disabilities
Parent Notification

TITLE: Use of Play Materials in Treating a Severely Handicapped Child

AUTHOR: Soloman, M. K.; Garner, A. M.

PUBLISHER/PRODUCER: Child: Care, Health and Development
Volume 4, 1978
pp. 131-140

AVAILABILITY: Blackwell Scientific Publishers, Ltd.
52 Beacon Street
Boston, Massachusetts 02108

PUBLICATION DATE: 1978

ABSTRACT: Presented are the results of a 26-week play intervention program designed to assist a four year old severely physically handicapped boy in coping with separation from his mother. A central objective of the program was to help the boy verbalize his difficulties, rather than resort to crying. The therapy program was concluded to be generally successful and may be of benefit to other physically and emotionally impaired children provided they have well developed verbal skills.

DESCRIPTORS: Curriculum Strategies
Instructional Programming
Physical Disabilities

TITLE: Using Telecommunications Technology to Instruct Rural Severely Handicapped Children

AUTHOR: Tawney, J. W.; and Others

PUBLISHER/PRODUCER: Exceptional Children
Volume 46, Number 2, October 1979
pp. 118-125

AVAILABILITY: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

PUBLICATION DATE: October 1979

ABSTRACT: Described in this article is a prototype telecommunications project designed to provide home instruction to severely handicapped preschool children in rural, isolated areas. A minicomputer control system was used to serve a large number of families simultaneously. The outcomes achieved were reliable data transmission between computer and home-based teaching machines, family acceptance of the placement of equipment in their homes and students' interaction with the machine on a daily basis.

DESCRIPTORS: Instructional Programming
New Technology
Parent Involvement

TITLE: Using the Characteristics of Current and Subsequent Least Restrictive Environments in the Development of Curricular Content for Severely Handicapped Students

AUTHOR: Brown, L; and Others

PUBLISHER/PRODUCER: The Association for the Severely Handicapped (TASH)
Volume 4, No. 4, 1979

AVAILABILITY: The Association for the Severely Handicapped (TASH)
7010 Roosevelt Way, N.E.
Seattle, Washington 98115

PUBLICATION DATE: 1979

ABSTRACT: This article discusses integrated educational and curriculum models for severely handicapped children. It provides strategies and steps to achieve the following objectives:

(1) severely handicapped people should not be compared with chronologically younger, non-handicapped persons

(2) programs should be adapted so that partial participation in age-appropriate, functional activities is possible

(3) curriculum should be integrated with non-handicapped curricula

(4) services for severely handicapped should be varied, individualized, heterogeneous, flexible and changeable.

DESCRIPTORS: Curriculum Design
Curriculum Strategies
Instructional Programming
Integration Strategies

TITLE: Video-Audiometry: A Possible Procedure for "Difficult to Test" Populations

AUTHOR: Tweedie, D.

PUBLISHER/PRODUCER: Volta Review
Volume 77, 1975
pp. 129-134

AVAILABILITY: Volta Review
Alexander Graham Bell Association for the Deaf, Inc.
3417 Volta Place, N.W.
Washington, D.C. 20007

PUBLICATION DATE: 1975

ABSTRACT: The use of videotaping in behavioral observation audiometry was evaluated in 21 multihandicapped children. The results of the study supported the contention that video-audiometry may be an especially useful tool for assessing learning in some multihandicapped hearing impaired children.

DESCRIPTORS: Assessment Methodology
Hearing Disabilities
Multiple Disabilities

S 110

TITLE: Visual Symbol Communication Instruction, Part I: Receptive Instruction (Experimental Edition)

AUTHOR: Elder, P. S.

PUBLISHER/PRODUCER: University of Alabama
Center for Developmental and Learning Disorders
Birmingham, Alabama

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1978

ABSTRACT: A comprehensive program developed to teach a visual symbol system of nonspeech communication for use with severely multiply handicapped individuals is described.
ED161212

DESCRIPTORS: Communication Skills
Curriculum Strategies
Instructional Materials
Multiple Disabilities

TITLE: Vocational Curriculum for Developmentally Disabled Persons

AUTHOR: Wehman, P.; and McLaughlin, P.

PUBLISHER/PRODUCER: University Park Press
300 North Charles Street
Baltimore, Maryland 21201

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1980

ABSTRACT: Presented here is a logically sequenced array of work skills that provides teachers and other practitioners with a continuum of jobs for developmentally disabled trainees. Each skill is exhibited with an instructional objective, statement of prerequisite skills and materials required, task analysis, and teaching procedures. Guidelines provided explain how to implement the curriculum in a vocational training program.

DESCRIPTORS:
Curriculum Guides
Curriculum Strategies
Developmental Disabilities
Instructional Materials
Prevocational/Vocational Training

S 112

TITLE: Vocational Evaluation of Severely and Profoundly Retarded Clients

AUTHOR: Revell, W. G.; Wehman, P.

PUBLISHER/PRODUCER: Rehabilitation Literature
Volume 39, 1978
pp. 226-331

AVAILABILITY: National Easter Seal Society
2023 Wogden Avenue
Chicago, Illinois 60612

PUBLICATION DATE: 1978

ABSTRACT: Vocational training and evaluation issues are described. Practices affecting the delivery of vocational rehabilitation services to severely and profoundly retarded individuals., as well as alternative means of evaluating the employability of the profoundly retarded, are discussed.

DESCRIPTORS: Assessment Methodology
Prevocational/Vocational Services
Prevocational/Vocational Training

TITLE: Vocational Rehabilitation of Severely Handicapped Persons: Contemporary Service Strategies

AUTHOR: Bellamy, G.; and Others

PUBLISHER/PRODUCER: University Park Press
300 North Charles Street
Baltimore, Maryland 21201

AVAILABILITY: Publisher/Producer

PUBLICATION DATE: 1979

ABSTRACT: This accumulation of papers focus on vocational rehabilitation efforts to provide services to severely handicapped adults. Many articles are applicable to the student population, however, and address such issues as prevocational training programs, community living skills curriculum, experimental behavior analysis in vocational training, diagnostic assessment, etc.

DESCRIPTORS: Assessment Methodology
Curriculum Design
Independent Living Skills
Instructional Programming
Prevocational/Vocational Training

TITLE: Vocational Training and Placement of Severely Disabled Persons: Project Employability (Vol. 1)

AUTHOR: Wehman, P.; Hill, J. W. (Eds.)

PUBLISHER/PRODUCER: Virginia State Department of Rehabilitative Services
Richmond, Virginia

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1979

ABSTRACT: This monograph presents a series of position papers and research reports on the vocational training and placement of severely disabled persons. Topics covered include competitive employment, development of a data-based pre-employment training program, an orientation guide for employers of severely handicapped person, issues in job placement for the severely disabled and a client administered reinforcement program designed to facilitate independent work behavior.
ED176110

DESCRIPTORS: Prevocational/Vocational Services
Prevocational/Vocational Training

TITLE: Vocational Training and Placement of the Severely Handicapped

AUTHOR: Cook, P. F.; Kaplan, C. B.

PUBLISHER/PRODUCER: American Institute for Research in the
Behavioral Sciences
Palo Alto, California

AVAILABILITY: ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1977

ABSTRACT: Presented are the results of a federally supported project designed to address the following purposes: to assess occupational opportunities of persons with severe permanent handicaps, to describe selected existing vocational training programs and services to recommend needed research and developmental activities. ED148079

DESCRIPTORS: Prevocational/Vocational Services
Prevocational/Vocational Training

S 116

TITLE: Vocational Training and Production Supervision: A Review of Habilitation Techniques for the Severely and Profoundly Retarded

AUTHOR: Bellamy, T.

PUBLISHER/PRODUCER: University of Oregon
Rehabilitation Research and Training Center in Mental Retardation
Eugene, Oregon

AVAILABILITY: University of Oregon
Rehabilitation Research and Training Center in Mental Retardation
Clinical Services Building
Eugene, Oregon 97403

or

ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

PUBLICATION DATE: 1977

ABSTRACT: Research involved with vocational habilitation of severely and profoundly retarded adults is reviewed. Practical teaching techniques are explained. Use of both token and social reinforcement techniques for supervising production levels are described. ED151999

DESCRIPTORS: Curriculum Strategies
Instructional Programming
Prevocational/Vocational Training

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Assessment of Auditory Functioning of Deaf-Blind Multihandicapped Children S 5

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Additional Resources

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Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D. C. 20007
(202) 337-5220

American Association of University Affiliated Programs
for the Developmentally Disabled (AAUAP)
Executive Director
2033 M Street, N.W.
Washington, D. C. 20036
(202) 333-7880

American Association on Mental Deficiency (AAMD)
5101 Wisconsin Avenue, N.W.
Washington, D. C. 20016
(202) 686-5400

The Association for the Severely Handicapped (TASH)
1600 West Armory Way
Seattle, Washington 98119
(206) 283-5055

Bureau of Education for the Handicapped
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D. C. 20202
(202) 245-9661

Center for Developmental Disabilities
A University of Vermont Affiliated Facility Satellite
College of Education and Social Services
499 C Waterman Building
Burlington, Vermont 05405
(802) 656-4031

Center on Human Development
University of Oregon
1590 Willamette Street
Eugene, Oregon 97401
(503) 686-3591

Additional Resources cont...

Children's Defense Fund
Washington Research Project, Inc.
1520 New Hampshire Avenue, N.W.
Washington, D.C. 20036
(202) 483-1470

Clearinghouse on the Handicapped
Office for Handicapped Individuals
388 D South Portal Building
Washington, D.C. 20201
(202) 245-1961

Closer Look
The National Information Center for the Handicapped
P.O. Box 1492
Washington, D.C. 20013
(202) 833-4160

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

Educational Resources Information Center
Central ERIC
National Institute of Education, HEW
Washington, D.C. 20208
(202) 254-5500

Girl Scouts of the U.S.A.
Scouting for Handicapped Girls Program
830 Third Avenue
New York, New York 10022
(212) 940-7500

Goodwill Industries of America, Inc.
9200 Wisconsin Avenue, N.W.
Bethesda, Maryland 20014
(301) 530-6500

Human Resources Center
I.U. Willets Road
Albertson, New York 11507
(516) 747-5400

Institute for the Achievement of Human Potential
(Brain Injury) (IAHP)
8801 Stenton Avenue
Philadelphia, Pennsylvania 19118
(215) 248-2550

The Joseph P. Kennedy, Jr. Foundation
1701 K Street, N.W., Suite 205
Washington, D. C. 20006
(202) 331-1731

Library of Congress Division for the Blind and
Physically Handicapped
Washington, D. C. 20542
(202) 287-5100

Muscular Dystrophy Associations of America
810 Seventh Avenue
New York, New York 10019
(212) 586-0808

National Association for Retarded Citizens
2709 Avenue E East
P. O. Box 6109
Arlington, Texas 76011
(817) 261-4961

National Easter Seal Society
2023 West Ogden Avenue
Chicago, Illinois 60612
(312) 243-8000

National Industries for the Blind
1455 Broad Street
Bloomfield, New Jersey 07003
(201) 338-3804

National Industries for the Severely Handicapped (NISH)
4350 East-West Highway
Suite 1120
Bethesda, Maryland 20014
(301) 654- 0115

National Society for Autistic Children (NSAC)
1234 Massachusetts Avenue, N.W.
Suite 1017
Washington, D. C. 20005
(202) 783-0125

Office for Handicapped Individuals Clearinghouse
Department of Health and Human Services
338 D Hubert H. Humphrey Building
200 Independence Avenue, S.W.
Washington, D. C. 20201
(202) 245-6644

Ohio Resource Center for Low Incidence and Severely Handicapped (ORCLISH)
Julie Todd/ORCLISH
470 Glenmont Road
Columbus, Ohio 43214
(614) 262-6131

Perkins School for the Blind
175 North Beacon Street
Watertown, Massachusetts 02172

PI Kappa PHI
Executive Director
P. O. Box 240295
Charlotte, North Carolina 28224
(704) 523-6000

(Funds Project PUSH - the construction and placement of specially designed play units for the severely handicapped)

President's Committee on Mental Retardation
7th and D Streets, S.W.
Washington, D. C. 20201
(202) 245-7634

Additional Resources cont...

SEMDC Special Educational Materials Development Center
5401 W. Bard Avenue
Bethesda, Maryland 20014

Social Security Administration
Department of Health, Education and Welfare
Baltimore, Maryland 21235
(301) 792-7100

United Cerebral Palsy Associations
66 East 34th Street
New York, New York 10016
(202) 842-1266

U.S. Department of Education
Office of Special Education
400 Maryland Avenue, S.W.
Washington, D. C. 20202
(202) 245-2709